

DOCUMENT RESUME

ED 193 475

CE 026 828

AUTHOR Egglund, Steven A.; Johnson, Carol A.
TITLE Minority Groups in Nebraska Vocational Education Programs. Final Report, September, 1, 1979-August 31, 1980.
INSTITUTION Nebraska Univ., Lincoln. Center for Business and Vocational Teacher Education.
SPONS AGENCY Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE 80
NOTE 68p.
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Administrator Attitudes; Enrollment; Graduate Surveys; High School Graduates; High Schools; *Mexican Americans; Minority Groups; *Program Effectiveness; Student Needs; Teacher Attitudes; *Vocational Education; Vocational Followup
IDENTIFIERS *Nebraska (West)

ABSTRACT

Although the majority of school personnel surveyed (92%) believe that high school vocational programs are doing a good or adequate job of preparing Mexican-American students for the job market, only 50% of the youth respondents who attended the programs thought they were helpful, according to a study conducted in Scottsbluff, Alliance, and Lincoln, Nebraska. This discrepancy may be an indication that the vocational programs are not meeting the needs of the Mexican-American youths as they view them or as they exist in the community. (The survey garnered a response rate of nearly 100% on the questionnaire sent to 438 school administrators, teachers, and counselors, but only a 23% response on the separate questionnaire sent to 256 persons who had been students in the programs during 1977-79.) Data gathered from the two sets of questionnaires, as well as collateral sociological and demographic data on the Mexican-American population and enrollment figures from the public high schools indicated that schools could better prepare Mexican-American students for the job market by emphasizing the importance of education in obtaining a good job, providing more career information, and providing more Mexican-American counselors and teachers. Appendixes contain survey instruments, lists of occupational categories, written comments, and a bibliography. (KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

FINAL REPORT

MINORITY GROUPS IN NEBRASKA
VOCATIONAL EDUCATION PROGRAMS

10/3/80

NE 8013104

Dr. Steven A. Eggland
Project Director

Carol A. Johnson
Research Assistant

The University of Nebraska-Lincoln
The Center for Vocational Teacher Education

September 1, 1979 - August 31, 1980

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

NEBRASKA STATE DEPARTMENT OF EDUCATION

AND

NEBRASKA RESEARCH COORDINATING UNIT

LINCOLN, NEBRASKA

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

A. Campbell

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

The information reported herein was performed pursuant to a contract with the Nebraska State Department of Education, Division of Vocational Education. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Department of Education position or policy.

Nebraska State
Department of
Education,
Division of
Vocational
Education

826 9203

ED193475

TABLE OF CONTENTS

Abstract	i
Table of Contents	ii
List of Tables	iv
List of Appendices	v
Chapter 1	
Introduction to the Problem	1
Statement of the Problem	1
Objectives of the Study	2
Delimitations	3
Limitations	3
Chapter 2	
Review of Literature	5
Chapter 3	
Methods and Procedures	11
Data Sources	11
Primary Data Sources	12
Secondary Data Sources	12
Instruments and Procedures	14
School Personnel Questionnaire	14
Student Follow-up Questionnaire	15
Chapter 4	
Analysis of Data	16
Part I--Sociological and Demographic Data	16
Table I--Demographic Data	18
Sociological Data	19
Part II--Enrollment Reports	20
Table 2--Total School Enrollments	21
Table 3--Vocational Education Program Enrollments	22
Part III--Student Follow-up Questionnaire	24
Table 4--Frequency Responses--Mexican-American Student Follow-up Survey	25
Part IV--School Personnel Questionnaire Data	34
Table 5--Frequency Responses--School Personnel Questionnaire	35
Table 6--Comparison of Responses for Two Identical Questions on the School Personnel and Student Follow-up Questionnaires	42
Chapter 5	
Summary, Conclusions, and Recommendations	43
Summary	43
Conclusions	44
Recommendations	45

Appendices	47
Appendix A--Student Follow-up Study Cover Letter	48
Appendix B--School Personnel Questionnaire . .	49
Appendix C--Mexican-American Student Follow-up Study	51
Appendix D--Reminder Letter	55
Appendix E--Occupational Categories	56
Appendix F--Written-in Comments for Specific Questions School Personnel Questionnaire . .	57
Bibliography	61

LIST OF TABLES

	<u>Page</u>
Table 1 - Demographic Data	18
Table 2 - Total School Enrollments	21
Table 3 - Vocational Education Program Enrollments	22
Table 4 - Frequency Responses: Mexican-American Student Follow-Up Survey	25
Table 5 - Frequency Responses: School Personnel Questionnaire	35
Table 6 - Comparison of Responses for Two Identical Questions on the School Personnel and Student Follow-Up Questionnaire	42

LIST OF APPENDICES

	<u>Page</u>
Appendix A - Student Follow-up Study Cover Letter	48
Appendix B - School Personnel Questionnaire	49
Appendix C - Mexican American Student Follow-up Study	51
Appendix D - Reminder Letter	55
Appendix E - Occupational Categories	56
Appendix F - Written In Comments For Specific Questions-School Personnel Questionnaire	57

Chapter 1

INTRODUCTION TO THE PROBLEM

The State of Nebraska contains a myriad of minority group members numbering in the hundred of thousands. They are intricately interwoven into the fabric and pattern of society in both rural and urban Nebraska. Those minority group members have, to some extent, taken part in the public vocational school programs offered in the secondary and post-secondary schools in the State. The specific nature of that participation and the success of whatever participation occurs is what this study has sought to begin to delineate and describe. Until now there has been no organized effort to learn of the adequacy of the Nebraska public school vocational education programs in dealing with the needs of the various minority groups in the state.

Statement of the Problem

The problem addressed in this study arises from the need to measure the success of the Nebraska public schools in dealing with the vocational education needs of the various minority groups in the State. This was to be done through the development of a model that would be useful in assessing the status of minorities in vocational education in the State of Nebraska.

Since the funds and time available for this study were limited, it was necessary to limit the study to one specific minority group. The two dominant minority groups in Nebraska are Blacks and Mexican Americans. The black population is concentrated in the eastern part of the State and the Mexican-American population in the western part of the State. The investigators felt that the less populous western part of the State would

simplify data collection; therefore, Mexican-Americans were chosen as the first minority group to be studied. Due to the concentration of Mexican-Americans in Scottsbluff and Alliance the secondary schools in these cities were chosen as study sites. In addition, since the study was based in Lincoln where school personnel could be personally contacted to provide assistance regarding any procedural problems which might arise, the secondary schools in Lincoln were also included in the study.

Objectives of the Study

The objective of this study was to determine the extent and success of the vocational education of Mexican-American youth in Lincoln, Scottsbluff, and Alliance, Nebraska. This objective was to be accomplished by:

1. Studying the sociology and demography of the Mexican-American population in the study sites to determine those characteristics affecting the extent and success of vocational education of Mexican-Americans.
2. Determining the level of participation of Mexican-American students in the vocational education programs in public schools in the study sites.
3. Conducting a follow-up survey of Mexican-American vocational education program participants and graduates to:
 - a. determine the number of graduates who are employed in the vocation for which they were trained
 - b. determine the job satisfaction of program graduates
 - c. obtain demographic data on the student's family

- d. determine how they feel the school could better prepare Mexican-Americans for the job market
- 4. Conducting a survey of administrators, teachers and counselors to:
 - a. determine their attitudes toward educating Mexican-American youth
 - b. determine their attitudes toward vocational education in general
 - c. determine how they feel the school could better serve the educational needs of Mexican-American youth

Delimitations

Several delimitations to the study should be noted: (1) since the funds and time available for this study were limited, it was necessary to restrict the study to one specific minority group, Mexican-Americans; (2) the geographic area to be covered was limited to three study sites, Lincoln, Scottsbluff, and Alliance; and (3) written questionnaires were the only type of data collection device employed.

Limitations

Generalization of the findings of this study to larger populations is hampered by at least two important limitations. The first limitation which must be taken into consideration in generalizing any data obtained from the Student Follow-up Survey is that only 23% of the population sampled responded by completing and returning the questionnaire. A second limitation emerged as a result of the inherent differences in

cultural values of Mexican-Americans. These cultural differences were taken into consideration in conducting this study; but were difficult, if not impossible, to overcome.

Chapter 2

REVIEW OF LITERATURE

The project staff reviewed over 45 studies, surveys, and cases and found only one study which was directly applicable to the problem stated. This study entitled Mexican-American Youth and Vocational Education in Texas, was completed by the Center for Human Resources at the University of Houston, Texas in 1973. Although this study was far more extensive than the current study, it was an invaluable source of information in preparing the instruments used in this study and in providing sociological and demographic data.

The goals of the Texas study can be summarized as follows:

1. To profile the social and economic characteristics of Mexican-American youth in high school, including those in vocational education programs and those in general academic programs.
2. To describe their attitude towards, and level of participation in, school and nonschool activities.
3. To describe their work experience, their problems in job seeking; their knowledge of, and their attitudes concerning, the world of work.
4. To describe their identity with traditional concepts associated with Mexican-American culture.
5. To evaluate, in detail, their life goals, and especially career and post-high school plans.

6. To determine their attitudes towards migration after leaving high school.
7. To determine the attitudes, specifically of students in vocational education, towards their programs of study and the value attributed by them to their type of secondary education.
8. To profile, as well as possible in the target communities, the type, level, and effectiveness of vocational education available to, or made use of by, Mexican-American youth.
9. To assess the sources of assistance available to Mexican-American youth in securing employment, as seen by youth themselves.
10. To assess the coordination of vocational training of Mexican-American youth with current projected labor market needs of their communities and economic areas.
11. To inquire into the relevance of high school training in vocational education, the work history, the attitudes towards school, work, life, Mexican-American culture, and the future of recent Mexican-American graduates of vocational education programs.
12. To inquire into the characteristics, the work history, the attitudes towards school, work, life, Mexican-American culture, and the future of recent Mexican-American high school dropouts.
13. To inquire into the observations and attitudes concerning Mexican-American youth, especially those who have been, or are enrolled in, vocational education programs, and of significant

or concerned 'others' -- parents, employers, school administrators and teachers, placement professionals, and leaders in the target communities.

The above-cited objectives were accomplished by conducting approximately 2,000 interviews in ten target cities in Texas. Seven survey instruments were developed as follows:

Form A - for students enrolled in high school vocational education programs. This instrument was self-administered under guidance or by an interviewer. It covered a wide spectrum of areas, emphasizing post-high school alternatives to, and attitudes concerning, vocational education. The instrument was 32 pages long.

Form B - for students enrolled in high school programs other than vocational education. This instrument was similar in both content and phrasing to Form A and was administered in the same manner.

Form C - for high school graduates who had received their diplomas within three years prior to the time of this survey. This instrument included attitude questions similar to Forms A and B, but with a post-facto orientation. The job history of the graduate was also part of the instrument as well as items inquiring into the relationship between the student's job(s) and their vocational education in high school. The instrument was designed to be administered by an interviewer.

Form D - for high school dropouts. This instrument resembled Forms A, B, and C, and was designed to be either self-administered under guidance or to be administered by an interviewer.

Form E - for employers. This instrument concentrated upon the

practices of employers in hiring and training of employees, their opinions concerning vocational education, especially as it related to Mexican-American youth. It was designed for administration by an interviewer.

Form F - for parents of vocational education students. This instrument was designed to determine parental opinions of vocational education and of their general orientation to education. It was to be administered by an interviewer.

Form G - for community leaders, persons interested and concerned with vocational education and Mexican-American youth, administrative and teaching personnel in the school systems, and those working in public or private job placement agencies. This instrument concentrated upon evaluations of vocational education in the community -- its function and its success or lack of success -- and the problems faced by youth, especially Mexican-American youth, in the world of work. It was designed for administration by an interviewer.

There is, of course, a great deal of literature available in the category of collecting sociological, demographic, and educational data from various groups of people. This literature is well documented, and it is felt that it would be redundant to repeat a litany of those findings in this document. There are, however, several studies which deal with the sociological factors which affect the education of Mexican-American youth.

Gonzalez (1976) points out that many problems between the Mexican-American youngster and the school system exist because of the lack of understanding of his cultural values as well as his language. He further notes

that the Mexican-Americans' struggle to upgrade themselves is extremely difficult, partially because their children do not develop skills in either English or Spanish. This language barrier contributes to the Mexican-American families inability to relate to the middle class, established society and, therefore, they tend to stay to themselves, clinging to the Chicano style of living, communicating, and traditions.

Bryant and Meadow (1976) indicate that a review and synthesis of relevant literature suggest that for many Mexican-American adolescents, school has at least the following four meanings:

- "1. a place where teachers are frequently perceived and treated as authority figures similar to fathers, and therefore are targets of rebellion;
2. a place lacking strict external prohibition on encounters with the opposite sex;
3. a public arena where one can bring honor or shame to one's family; and
4. an institution which expects participating individuals to value individual competition and success."

In discussing these four areas, Bryant and Meadow suggest that it is the responsibility of school personnel to develop interpersonal relationships with the ethnic minorities which will allow them to apply knowledge of a student's family to the personal problems the student is having in school.

Cultural values predominating in the community strongly influence child socialization practices in four areas according to Castaneda (1971). These areas are: "(1) communication style, e.g., whether English or Spanish is spoken, (2) human relation styles, e.g., the importance of the extended family,

the degree of personalism, etc., (3) incentive-motivational style, e.g., those methods which the child learns as appropriate for obtaining support, acceptance, and recognition in his home and community, and (4) the methods or styles of teaching that the child experiences from his mother, father, siblings, the extended family, etc." These four areas develop the general characteristics or "learning style" with which the child enters school. Cantaneda observes that "the conflict many Mexican-American youth experience centers in one or more of these four areas because most educational institutions are characterized by educational styles -- preferred modes of communicating, relating, motivating, and teaching.-- which are more characteristic of the Anglo-American middle class culture and that these styles are considered...to be the ideal modes which all children must acquire."

Teacher behavior as a factor in the quality of educational opportunity afforded students of different ethnic groups was studied by Jackson and Cosca (1974). This study found large and significant disparities in three of the seven teacher behaviors observed. "Teachers praised or encouraged Anglos 35% more than they did Chicanos, accepted or used Anglo's ideas 40% more than they did those of Chicanos, and directed 21% more questions to Anglos than to Chicanos. Thus, Chicanos in the Southwest receive substantially less of those types of teacher behavior presently know to be most strongly related to gains in student achievement." Jackson and Cosca suggest that the behaviors of teachers in the Southwest are at least partly contributing to the poor academic achievement of many Chicano students.

The findings and recommendations in the studies reviewed were invaluable in preparing the instruments used in this study and in providing sociologic and demographic data for the Mexican-American population in the United States. They also helped define some of the limitations cited in Chapter 1.

Chapter 3

METHODS AND PROCEDURES

The methods and procedures utilized in the conduct of this study are presented in this chapter. The organization of this chapter is responsive to the listing of the objectives of the research. Prior to completion of the objectives, two basic decisions needed to be made: (1) identification of one prominent minority group in Nebraska and (2) identification of the areas of concentration of that minority group. The two dominant minority groups in Nebraska are Blacks and Mexican-Americans. The Black population is concentrated in the eastern part of the State and the Mexican-American population in the western part of the State. It was felt that the less populous western part of the State would simplify data collection; therefore, Mexican-Americans were chosen as the minority group to be studied. Due to the concentration of Mexican-Americans in Scottsbluff and Alliance, the secondary schools in these cities were chosen as study sites. In addition since the study was based in Lincoln where school personnel could be personally contacted to provide assistance regarding any procedural problems which might arise, the secondary schools in Lincoln were also included in the study.

DATA SOURCES

Both primary and secondary data sources were used in completing a demographic profile of the Mexican-American population in the chosen study sites and in determining the extent and success of the vocational education of Mexican-American youth in the secondary schools in Lincoln, Scottsbluff, and Alliance.

Primary Data Sources

1. A school personnel questionnaire was completed by administrators, teachers, and counselors in the secondary schools in Lincoln, Scottsbluff, and Alliance. This instrument is described in more detail in the section titled Instruments and Procedures.

2. A student follow-up questionnaire was sent to those Mexican-American youth who were enrolled in and/or completed a vocational education program at one of the study sites during the 1976-77, 1977-78 and 1978-79 academic years. This instrument is described in more detail in the section titled Instruments and Procedures.

Secondary Data Sources

1. Nebraska Mexican-American Commission. The Director of the Commission, Mr. Peter Urdiales, served as a consultant throughout the study. His assistance was invaluable in identifying sources of information, providing sociologic and demographic information, writing the instruments, and determining the best procedure to be used in obtaining the desired information from former students. The student follow-up questionnaire was sent to former students with a letter on Mexican-American Commission letterhead signed by Mr. Urdiales. It was also returned to the Commission. This procedure was used in the hope of eliciting a higher rate of return by associating the study with the favorable position the Mexican-American Commission holds with Mexican-Americans throughout the State. (See Appendix A)

2. State of Nebraska Department of Education. The Administratives Services Division provided information regarding total school enrollment and minority enrollment for each of the study sites. In addition, the Division of Vocational Education provided vocational education program enrollments according to race.

3. State of Nebraska Department of Labor. Affirmative action data was obtained from the Research and Statistics Division of Employment for each of the counties in which study sites were located (Box Butte, Lancaster, and Scotts Bluff). This data was used in putting together a demographic profile of Mexican-Americans in the study sites.

4. Nebraska Research Coordinating Unit. The study entitled Mexican-American Youth and Vocational Education in Texas, was located in the RCU Library.

5. University of Nebraska Division of Continuing Studies. A three-year project entitled "Panhandle Cultures in Perspective" is currently underway in Nebraska's Panhandle. It is sponsored by the Division of Continuing Studies (UNL) and the School of Social Work (UNO) under a grant from the National Institute of Mental Health. Its purpose is to improve the delivery of social services to minority people through the continuing education of human service workers. The project staff has studied 67 agencies and services in the region and has interviewed 150 families. This agency exploration and interviewing was done to determine minority participation. The information made available through this project has been most helpful in assessing the status of Mexican-Americans in the Panhandle. The project is currently under the direction of Dr. Ezra Kohn.

6. Public Secondary Schools Directory Information. The secondary schools in Lincoln, Scottsbluff, and Alliance provided directory information (names and addresses) for those Mexican-American youth who were enrolled in and/or completed school during the 1976-77, 1977-78, and 1978-79 academic years.

7. High School Equivalency Program (HEP). Mr. John McVay, Director of the HEP program (located in the 501 Building, UNL) made arrangements for a group of Mexican-American students enrolled in the HEP program to pilot test the student follow-up instrument.

8. Robert A. Bligh, Legal Counsel, Nebraska Department of Education. Since there was some concern regarding the legality of the public schools providing names and addresses of former students to the project staff, Mr. Robert Bligh, Legal Counsel for the Department of Education was consulted. The School Law Register, Part 99 - Privacy Rights of Parents and Students - indicates that it is permissible for schools to disclose directory information "to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction." This study fits within those parameters.

INSTRUMENTS AND PROCEDURES

In addition to the information obtained from secondary data sources, it was necessary to develop two data collection instruments: (1) School Personnel Questionnaire and (2) Student Follow-Up Questionnaire.

School Personnel Questionnaire

This instrument (See Appendix B) was designed to determine the attitudes and commitment of school administrators, teachers, and guidance counselors to the vocational education of Mexican-American youth in their schools. The questionnaires were sent to the principals of the secondary schools in Lincoln, Scottsbluff, and Alliance. They were distributed and collected by the principals who then returned them to the project investigators for analysis. The questionnaires were designed in a manner which did not permit the personal identification of school personnel. They are identifiable by title (administrator, teacher, counselor) and school only.

The 438 school personnel questionnaires which were completed and returned have been coded for computer analysis. This analysis is included in Chapter 4.

Student Follow-Up Questionnaire

This instrument (See Appendix C) was designed to determine how former students felt about the vocational education they received in high school and how effective the programs were in preparing them for the world of work. The questionnaire was sent to those Mexican-Americans who attended and/or completed secondary school in Lincoln, Scottsbluff, or Alliance during the 1976-77, 1977-78, or 1978-79 academic years. Directory information (names and addresses) for those students was obtained from the public secondary schools in Lincoln, Scottsbluff, and Alliance.

Approximately two weeks after the questionnaires were mailed out, a reminder letter (See Appendix D) was sent to those students who had not returned the questionnaire. Of the 126 questionnaires sent to Lincoln students, 23 were completed and returned, in Scottsbluff 114 were sent and 33 returned, and in Alliance 16 were sent and 4 returned. There was a total of 256 student questionnaires sent and a total of 60 returned for a 23% rate of return.

The information obtained from the returned questionnaires has been coded for computer analysis. This analysis is included in Chapter 4.

Chapter 4

ANALYSIS OF DATA

The analysis of data is presented in four parts which are responsive to the development of the objective of the study. Part I contains sociologic and demographic data for the Mexican-American population and indicates how those characteristics might affect the extent and success of vocational education of Mexican-American youth. Part II contains information regarding the enrollment and level of participation of Mexican-American students in vocational education programs in secondary schools in Lincoln, Scottsbluff, and Alliance. Part III contains an analysis of the data obtained from the student follow-up questionnaires. Part IV contains an analysis of the data obtained from the school personnel questionnaires.

Part I - Sociologic and Demographic Data

The sociologic and demographic data upon which this study is based was taken from the results of 135 interviews conducted by the Panhandle Cultures in Perspective project described in Chapter 3. These interviews were grouped according to ethnic affiliation, Native-American (N-31), Mexican-American (N-42), and Anglo (N-60). The interviewers selected people in three age categories: under 30, between 31-50 and over 50. They also attempted to interview people of three economic categories: under \$8,000, \$8,000-\$14,000, and over \$15,000 annual income. With the two minority groups, however, they found it difficult to find persons in the upper income level. Interviews were conducted in Spanish, English or a combination of the two languages and were usually held in the interviewee's home. The interviews focused on how

people define, perceive, and solve problems in the areas of health, welfare, education, housing, and employment.

Table 1

Demographic Data

	<u>Native-American</u>	<u>Mexican-American</u>	<u>Anglo</u>
Median Age	28	30	40
% Females	68%	76%	77%
Predominant Religion	Protestant 39% Catholic 36%	Catholic 81%	Protestant 67%
Largest Income Category	84% under \$8,000	55% under \$8,000	45% over \$15,000
Most Frequently Reported Level of Education of Parents of Respondents	8th Grade	6th Grade	12th Grade
Predominant Occupation of Father	Farmer	Farmer	Farmer
Predominant Occupation of Mother	Service (19%)	Service (24%)	Housewife
Predominant Occupation of Respondent	Service (16%) Farmer (13%) Professional/ Technical (13%)	Service (21%) Clerical (17%) Professional/ Technical (10%)	Professional/ Technical (17%) Housewife (15%) Clerical (13%)

Sociologic Data

Each respondent was asked what his/her goals were. Being "better off financially" and having "more education" were mentioned most frequently by the two minority groups. The most frequent answer in the White group was to be happy and/or healthy. These responses were also reflected when respondents were asked what their hopes for their children were.

A dramatic difference was noted between the Anglos and the minority groups when questioned about their voting record. Sixty-three percent of the Anglos voted in the last election and an additional 18% or a total of 81% had voted in the last five year. The most frequent answer in the minority group was that they "never voted" (Native-Americans 42%, Mexican-Americans 46%).

Some important differences were found in the health area. The Mexican-American group appears to be maintaining cultural practices to a greater extent than the other groups. When asked "What do you do when you become ill?" all three groups mentioned going to the doctor and using home remedies. Twelve percent of the Mexican-American group also mentioned enlisting the assistance of a folk healer or curandero.

The above findings of the Panhandle Cultures in Perspective project support the findings presented in the review of literature in Chapter 2 which indicates that the general characteristics or learning style with which children enter school affects their ability to succeed in a school system which is more characteristic of the Anglo-American middle class culture than other cultures. According to Manuel Martinez*, Director of Research for the Mexican-American Commission, the element that distinguishes the Mexican-American people is a strong family structure which looks to the old people for leadership. Peter Urdiales, Director of the Commission, indicates that the

Mexican-American community is a "community of strong women. The men may pride themselves on being 'macho', but the 'driving force' in the community is the women. Women play a central role in the family, the institution which is of overriding importance to Mexican-Americans."

Although these close family ties develop tremendous loyalty to each other, they also promote a distrust of government and government services such as health and education. This is shown in many ways, from distrust of census takers to the fact that only about 14% of Hispanic-Americans vote.

*Sunday World-Herald, Omaha, Nebraska, September 9, 1979
"Special - Focus on Mexican-Americans"

Part II - Enrollment Reports

In order to determine the level of participation of Mexican-American students in the vocational education programs in public schools in the study sites, it is first necessary to calculate what percentage the Mexican-American enrollment is of the total school enrollment. This data is presented in Table 2. The next step in determining the level of participation of Mexican-American students in the vocational education programs is to count the actual number of Mexican-American participants in each vocational program. This data, presented in Table 3, was obtained from the State of Nebraska Department of Education, Division of Vocational Education.

Table 2

Total School Enrollments*

City	Year	Total Enrollment Grades 7-12	Total Spanish Surname American Grades 7-12	Spanish Surname Enrollment as a % of Total Enrollment
Alliance	1978-79	875	31	3.5%
Alliance	1977-78	884	39	4.4%
Lincoln	1978-79	12,613	158	1.3%
Lincoln	1977-78	13,101	164	1.3%
Scottsbluff	1978-79	1,632	266	16.3%
Scottsbluff	1977-78	1,640	264	16.1%

*Statistics and Facts About Nebraska Public Schools, Nebraska Department of Education, Lincoln, Nebraska, 1978-79 and 1977-78.

Table 3
Vocational Education Program Enrollments*

ALLIANCE: May 1978

Total enrollment grades 9-12 = 612

Total vocational enrollment grades 7-12 = 483

<u>Program</u>	<u>Total</u>	<u>Indian</u>	<u>Black</u>	<u>Oriental</u>	<u>Spanish</u>	<u>Other</u>	Spanish Sur- name Enrol- ment as a % of Total
Agriculture	68	0	0	0	0	68	0%
Business	56	0	0	0	1	55	1.8%
Consumer Homemaking	201	0	0	0	2	199	1.0%
Distributive Ed.	78	3	0	0	3	72	3.8%
Diversified Occup.	38	0	0	0	2	36	5.3%
Spec. Voc. Needs	623	45	3	0	45	530	7.2%
Trades & Industry	29	0	0	0	2	27	6.9%

ALLIANCE: May 1977

Agriculture	49	0	0	0	0	49	0.0%
Consumer Homemaking	102	4	0	0	4	94	3.9%
Distributive Ed.	113	1	0	0	4	108	3.5%
Spec. Voc. Needs	477	39	0	0	46	392	9.6%
Trades & Industry	28	0	0	0	1	27	3.6%

LINCOLN: May 1978

Total enrollment Grades 9-12 = 8,954

Total vocational enrollment grades 7-12 = 6,801

<u>Program</u>	<u>Total</u>	<u>Indian</u>	<u>Black</u>	<u>Oriental</u>	<u>Spanish</u>	<u>Other</u>	Spanish S- name Enro- ment as a % of Total
Agriculture	294	0	7	0	4	283	1.4%
Business	342	1	6	1	2	332	0.6%
Consumer Homemaking	4698	45	198	23	74	4,358	1.6%
Health	90	3	13	0	1	73	1.1%
Distributive Education	290	0	2	0	0	288	0.0%

Table 3 continued

LINCOLN: May 1977

Agriculture	556	70	16	2	5	533	0.9
Business	409	0	5	0	4	400	1.0
Distributive Ed.	229	0	0	0	0	229	0.0
Home Economics	2,165	8	118	4	41	1,994	1.9
Home Economics	2,024	24	69	8	31	1,892	1.5
Trades & Industry	366	2	5	1	3	355	0.8
Spec. Voc. Needs	49	0	2	0	2	45	4.1
Spec. Voc. Needs	159	0	3	0	0	156	0.0

SCOTTSBLUFF: May 1978

Total enrollment grades 9-12 = 1070

Total vocational enrollment grades 7-12 = 548

<u>Program</u>	<u>Total</u>	<u>Indian</u>	<u>Black</u>	<u>Oriental</u>	<u>Spanish</u>	<u>Other</u>	<u>Spanish Surname Enrollment as % of Total</u>
Agriculture	74	0	0	1	3	70	4.0%
Business	146	1	0	1	14	130	9.6%
Consumer Homemaking	174	0	0	0	28	146	17.0%
Distributive Ed.	101	2	0	0	17	82	16.9%

SCOTTSBLUFF: May 1977

Agriculture	69	0	0	0	2	66	2.9%
Business	110	2	0	3	7	98	6.4%
Consumer Home Ec.	116	0	0	0	14	102	12.1%
Distributive Ed.	113	1	0	1	17	94	15.0%
Trades & Industry	35	1	0	0	2	32	5.7%
Spec. Voc. Needs	277	6	0	2	74	195	26.7%

*Vocational Education Program Enrollment figures obtained from the State of Nebraska Department of Education, Division of Vocational Education

One could perhaps make an assumption from the information presented in Tables 2 and 3 that the Mexican-American enrollments in vocational programs should approximate their percentage of total school enrollments. For example, one might assume that since the Mexican-American enrollment in Scottsbluff is approximately 16% of the total school enrollment, that there should be approximately 16% of each class comprised of Mexican-American students. However, caution should be used in making such an assumption. Enrollment in each vocational program should reflect student interests and needs, school facilities, availability of jobs in the area, etc. and need not reflect a proportionate share of each group that makes up the total school enrollment.

Part III - Student Follow-Up Questionnaire Data

Student follow-up questionnaires were mailed to a total of 256 former students in Lincoln, Scottsbluff, and Alliance. Of the 256 mailed out, 60 (23%) were completed and returned. Although this rate of return is not considered good even under the best circumstances, it may be sufficient in some studies where a good cross-section of the population sampled is represented. However, with the present study, it is the opinion of the investigators that the questionnaires returned do not represent a cross-section of the Mexican-American former students contacted. This opinion on the part of the investigators is somewhat substantiated by the demographic and sociologic data presented in Part I of this chapter. This low return rate (and the probability that the questionnaires returned represent the better-educated and higher-economic-level former students) makes it difficult to generalize the information obtained to the population sampled as a whole. It is for this reason that the data in this section is given according to frequency of response (Table 4). A few brief comments regarding the information in this table are given following the table.

Table 4

FREQUENCY RESPONSES

MEXICAN-AMERICAN STUDENT FOLLOW-UP SURVEY

(The number and percentage columns represent the 60 returned questionnaires.
This data represents 23% of the population sampled.)

AREA:	NUMBER	PERCENT
Lincoln	22	36.7
Scottsbluff	34	56.7
Alliance	4	6.7
	<u>60</u>	<u>100.0</u>
AGE: (Mean age = 19.35 years)		
16	1	1.7
17	3	5.0
18	10	16.7
19	18	30.0
20	17	28.3
21	10	16.7
22	1	1.7
	<u>60</u>	<u>100.0</u>
SEX:		
Male	25	41.7
Female	35	58.3
	<u>60</u>	<u>100.0</u>
MARITAL STATUS:		
Single	49	81.7
Married	10	16.7
Divorced	1	1.7
	<u>60</u>	<u>100.0</u>
FATHER'S EMPLOYMENT STATUS:		
Employed	43	71.7
Unemployed	12	20.0
No response	5	8.3
	<u>60</u>	<u>100.0</u>

Table 4 continued

FATHER'S TYPE OR WORK:	NUMBER	PERCENT
Professional	9	15.0
Blue Collar	13	21.7
Technical	11	18.3
Service Occupation	6	10.0
Office Occupation	1	1.7
Military	1	1.7
Unknown	3	5.0
Deceased	4	6.7
No response (unemployed)	12	20.0
(See Appendix E for description of categories.)	60	100.0

MOTHER'S EMPLOYMENT STATUS:		
Employed	31	51.7
Unemployed	29	48.3
	60	100.0

MOTHER'S TYPE OF WORK:		
Professional	1	1.7
Blue Collar	5	8.3
Technical	1	1.7
Service Occupation	11	18.3
Office Occupation	10	16.7
Agriculture	1	1.7
Unknown	1	1.7
No response (unemployed)	30	50.0
(See Appendix E for description of categories.)	60	100.0

FATHER'S EDUCATIONAL BACKGROUND:		
Not a high school graduate	29	48.3
Graduated from high school	6	10.0
Business school or trade school	0	0.0
Some college	2	3.3
College graduate	11	18.3
Do not know how much education	10	16.7
No response	2	3.3
	60	100.0

Table 4 continued

MOTHER'S EDUCATIONAL BACKGROUND:	NUMBER	PERCENT
Not a high school graduate	34	56.7
Graduated from high school	11	18.3
Business school or trade school	0	0.0
Some college	4	6.7
College graduate	3	5.0
Do not know how much education	7	11.7
No response	1	1.7
	<u>60</u>	<u>100.0</u>
FATHER'S FEELINGS ABOUT EDUCATION:		
Very important	43	71.7
Important	11	18.3
Not Important	0	0.0
A waste of time	0	0.0
Don't know how they feel	2	3.3
No response	4	6.7
	<u>60</u>	<u>100.0</u>
MOTHER'S FEELINGS ABOUT EDUCATION:		
Very important	44	73.3
Important	13	21.7
Not Important	1	1.7
A waste of time	0	0.0
Don't know how they feel	1	1.7
No response	1	1.7
	<u>60</u>	<u>100.0</u>
RESPONDENT'S FEELINGS ABOUT EDUCATION:		
Very important	38	63.3
Important	22	36.7
	<u>60</u>	<u>100.0</u>

Table 4 continued

MAIN WAGE EARNER IN FAMILY:	NUMBER	PERCENT
I am	9	15.0
Father	34	56.7
Mother	9	15.0
Other (brother, sister, aunt, uncle)	7	11.7
No response	1	1.7
	<u>60</u>	<u>100.0</u>
MAIN LANGUAGE SPOKEN IN YOUR HOME:		
Spanish	17	28.3
English	33	55.0
Other (both of the above)	10	16.7
	<u>60</u>	<u>100.0</u>
HAVE YOU EVER BEEN EMPLOYED:		
Yes	55	91.7
No	5	8.4
	<u>60</u>	<u>100.0</u>
FIRST FULL-TIME JOB AFTER LEAVING HIGH SCHOOL:		
Professional	1	1.7
Blue Collar	17	28.3
Technical	3	5.0
Service Occupation	15	25.0
Office Occupation	12	20.0
Agriculture	1	1.7
Military	1	1.7
No response	5	8.3
No response required (never employed)	5	8.3
(See Appendix E for description of categories.)	60	100.0
HOW MUCH DID YOUR HIGH SCHOOL VOCATIONAL TRAINING PREPARE YOU FOR YOUR FIRST FULL-TIME JOB:		
A great deal	10	16.7
Some help	20	33.3
Very Little	9	15.0
Did not help at all	10	16.7
Uncertain	5	8.3
No response	1	1.7
No response required (never employed)	5	8.3
	<u>60</u>	<u>100.0</u>

Table 4 continued

PRESENT EMPLOYMENT STATUS:	NUMBER	PERCENT
Military service	1	1.7
Unemployed, looking for work	16	26.7
Unemployed, not looking for work	5	8.3
Employed full-time (30+ hours per week)	23	38.3
Employed part-time (less than 30 hrs. per week)	9	15.0
No response	1	1.7
No response required (never employed)	5	8.3
	<u>60</u>	<u>100.0</u>
PRESENT (or last) JOB TITLE:		
Professional	1	1.7
Blue Collar	16	26.7
Technical	5	8.3
Service Occupation	16	26.7
Office Occupation	13	21.7
Agriculture	1	1.7
No response	3	5.0
No response required (never employed)	5	8.3
(See Appendix E for description of categories.)	60	100.0
HOW MUCH DID YOUR HIGH SCHOOL VOCATIONAL TRAINING PREPARE YOU FOR YOUR <u>PRESENT</u> (or last) JOB?		
A great deal	7	11.7
Some help	17	28.3
Very little help	12	20.0
No help at all	13	21.7
Uncertain	3	5.0
No response	3	5.0
No response required (never employed)	5	8.3
	<u>60</u>	<u>100.0</u>
CURRENT JOB SATISFACTION:		
I like it very much	21	35.0
It's okay	12	20.0
I don't like it	4	6.7
No response	18	30.0
No response required (never employed)	5	8.3
	<u>60</u>	<u>100.0</u>

Table 4 continued

RESPONDENT'S EDUCATIONAL BACKGROUND:	NUMBER	PERCENT
Less than high school diploma	9	15.0
GED	4	6.7
High School diploma	21	35.0
Some College	19	31.7
College graduate	2	3.3
AA degree	1	1.7
No response	4	6.6
	<u>60</u>	<u>100.0</u>

REASONS FOR DROPPING OUT OF HIGH SCHOOL:

(Percentages in this category are based on a total of 13 respondents who indicated they did not finish high school. Respondents could indicate more than one reason.)

I needed money	5	38.5
I had to work too many hours to go to school	0	0.0
I entered, or plan to enter, military service	0	0.0
I had to quit for health reasons	1	7.7
I had to quit because of family or personal problems	4	30.7
I was not interested in subjects taught	3	23.0
I decided that school is not for me	6	46.0
I didn't like the teachers' attitudes toward me	2	15.3
I needed more individual help from the teachers	3	23.0
Other (just didn't want to go; got kicked out)	2	15.3

HIGH SCHOOL PROGRAM IN WHICH ENROLLED:

Agriculture	1	1.7
Business and Office Education	20	33.3
College Preparatory	6	10.0
Distributive Education (Marketing)	1	1.7
Home Ec	4	6.7
Industrial Arts	4	6.7
Trade and Industrial Education	7	11.7
Other (general classes)	7	11.7
No response	10	16.7
	<u>60</u>	<u>100.0</u>

Table 4 continued

DID YOU HAVE A JOB WHILE IN HIGH SCHOOL:	NUMBER	PERCENT
Yes	38	63.3
No	19	31.7
No response	<u>3</u>	<u>5.0</u>
	60	100.0

IF YOU HAD A JOB WHILE IN HIGH SCHOOL,
WERE YOU ENROLLED IN A CO-OP PROGRAM:

Yes	4	6.7
No	37	61.7
No response required	14	23.3
No response	<u>5</u>	<u>8.3</u>
	60	100.0

HOW WELL DID HIGH SCHOOL PREPARE YOU FOR GETTING
A JOB:

Did a good job	11	18.3
Did an okay job	29	48.3
Did a poor job	7	11.7
Didn't prepare me at all	10	16.7
No response	<u>3</u>	<u>5.0</u>
	60	100.0

WERE YOU ENCOURAGED TO TAKE VOCATIONAL EDUCATION
COURSES RATHER THAN COLLEGE PREP COURSES:

Yes	17	28.3
No	25	41.7
Don't know	16	26.7
No response	<u>2</u>	<u>3.4</u>
	60	100.0

(Several respondents commented that although they were not encouraged to take voc. ed. courses, they were not encouraged to take college prep courses either.)

Table 4 continued

WHO HELPED YOU DECIDE WHAT COURSES TO TAKE IN HIGH SCHOOL:	NUMBER	PERCENT
Counselors	36	60.0
Teachers	5	8.3
My parents	10	16.7
Friends	9	15.0
Coaches	0	0.0
Brother or Sister	6	10.0
Other (decided for myself)	15	25.0
No response	2	3.3

(More than one response could be selected
in this category.)

WHAT TYPE OF STUDENT DO YOU FEEL IS BEST
SUITED FOR VOCATIONAL EDUCATION:

Student who has to make a living after graduation	36	60.0
Student who cannot do well in college	22	36.7
Student who is very bright	8	13.3
Student who is interested in real things, not just books	17	28.3
Students who comes from a minority group, (Blacks, Mexican-Americans)	12	20.0
Practical students	12	20.0
Students who cannot afford to go to college	13	21.7
Other (student who does not want to go to college; student who wants to work and learn at the same time)	3	5.0
No response	1	1.7

(More than one response could be selected in this
category.)

WHAT SHOULD SCHOOLS DO TO BETTER PREPARE MEXICAN_
AMERICAN STUDENTS FOR THE JOB MARKET:

Provide more Mexican-American counselors & Teachers	32	53.3
Provide more emphasis on the Mexican-American culture in the classroom	13	21.7
Provide more career information	38	63.3
Provide more language instruction	15	25.0
Emphasize importance of education in obtaining a good job	49	81.7
Other (importance of college; social predilection in job market; positive encouragement)	8	13.3
No response	1	1.7

(More than one response could be
selected in this category.)

Much of the data presented in Table 4 is self-explanatory and requires no further interpretation; however, several responses indicate that perhaps the data is not indicative of the population sampled as a whole. It is the opinion of the investigators that several of the responses are more representative of former Mexican-American students who have achieved a higher level of education and come from a higher socio-economic background than the average Mexican-American of the same age as the population sampled. For example, 71.7% of the respondents indicated that their fathers were employed. This would be a very high employment rate for the Mexican-American population in general. In addition, 78.4% of the respondents indicated that they had at least a high school diploma or its equivalent. This figure too is very high.

Forty percent of the respondents indicated that their high school vocational training was a great deal or at least some help in preparing them for getting a job and 55.0% indicated they liked or at least felt their current job was okay. One might conclude from this data that the vocational programs should more closely match the interests and needs of the students involved.

Although a majority of respondents (41.7%) did not feel they were pushed into vocational education, a large number (26.7%) didn't really know whether they had been or not and 28.3% indicated they had been encouraged to take vocational education courses rather than college preparatory courses. Several respondents commented that although they were not encouraged to take vocational education courses, they were not encouraged to take college preparatory courses either.

A large majority of the respondents (81.7%) indicated that the schools could better prepare Mexican-American students for the job market by emphasizing the importance of education in obtaining a good job. They also

indicated that the schools should provide more career information (63.3%) and more Mexican-American counselors and teachers (53.3%).

It is of utmost importance that the users of the data in this section bear in mind the fact that the data represents only 23% of the population surveyed. Caution should be exercised in generalizing the information presented to the population sampled as a whole.

Part IV - School Personnel Questionnaire Data

School personnel questionnaires were completed by 438 administrators, teachers, counselors, and clerical personnel in Lincoln, Scottsbluff, and Alliance. The principals at each school involved were asked to have their faculty, counselors, and administrators complete the questionnaires. The total number completed for each study site represents the number returned by the principals in that city. The investigators have assumed that it represents a nearly 100% return. The data obtained from those questionnaires is presented in the following table according to frequency of response.

The data presented in Table 5 represents the opinion of a large majority of the secondary school personnel in Lincoln, Scottsbluff, and Alliance.

Schools included in the survey include:

Lincoln: Lincoln High School
Lincoln East High School
Lincoln East Junior High School
Lincoln Northeast High School
Lincoln Southeast High School

Scottsbluff: Scottsbluff High School

Alliance: Alliance Senior High School
Alliance Middle School
Grandview, Emerson & Central Elementary School

Table 5

FREQUENCY RESPONSES

SCHOOL PERSONNEL QUESTIONNAIRE

	<u>NUMBER</u>	<u>PERCENT</u>
AREA:		
Lincoln	289	66.0
Scottsbluff	57	13.0
Alliance	92	21.0
	<u>438</u>	<u>100.0</u>
TITLE:		
Administrator	22	5.0
Non-Vocational Teacher	292	66.7
Vocational Teacher	69	15.8
Guidance Counselor	21	4.8
Other (clerical)	34	7.8
	<u>438</u>	<u>100.0</u>
HOW WELL DO HIGH SCHOOLS PREPARE YOUNG PEOPLE FOR THE WORLD OF WORK?		
Do a good job	89	20.3
Do a somewhat adequate job	289	66.0
Do a poor job	53	12.1
Don't prepare them at all	2	0.5
No response	5	1.1
	<u>438</u>	<u>100.0</u>

Table 5 Con't.

	<u>NUMBER</u>	<u>PERCENT</u>
WHAT TYPE OF STUDENT DO YOU FEEL IS BEST SUITED FOR VOCATIONAL EDUCATION?		
Student who has to make a living after graduation	314	71.6
Student who cannot do well in college	193	44.1
Student who is very bright	120	27.4
Student who is interested in real things, not just books	244	55.7
Student who comes from a minority group, (Blacks, Mexican-Americans)	95	21.7
Practical Students	239	54.6
Students who cannot afford to go to college	224	51.1
Student who doesn't care about school	154	35.2
Other (those who are interested in voc. ed. courses)	95	21.7

(More than one response could be selected
in this category.)

MEXICAN-AMERICAN STUDENTS ARE PUSHED INTO
VOC. EDUCATION RATHER THAN BEING ENCOURAGED
TO PURSUE HIGHER ED. AT COLLEGE OR
UNIVERSITY LEVEL:

Strongly agree	4	0.9
Agree	36	8.2
Disagree	150	34.2
Disagree strongly	73	16.7
Don't know	158	36.1
No response	17	3.9
	438	100.0

Table 5 con.

	NUMBER	PERCENT
WHAT TYPES OF PROBLEMS HAVE YOU ENCOUNTERED IN WORKING WITH MEXICAN-AMERICAN STUDENTS:		
Poor attitude	59	13.5
Poor work habits	82	18.7
Language barrier	47	10.7
Lack of motivation	117	26.7
Lack of parental involvement	93	21.2
Negative parental attitude toward education	39	8.8
Other (attendance)	38	8.6
MA - Have not worked with M- students	133	30.4
Have not had any problems	47	10.7
Same problems as with other students	48	11.0

(More than one response could be
selected in this category.)

DO YOU FEEL PREPARED TO DEAL WITH PROBLEMS WHICH
ARISE IN WORKING WITH M-A STUDENTS:

Yes	198	45.2
No	53	12.1
Don't know	153	34.9
No response	34	7.8
	438	100.0

IN WHAT AREAS WOULD YOU LIKE ADD'L TRAINING
AND/OR SERVICES TO HELP YOU IN DEALING WITH
THE SPECIAL PROBLEMS OF M-A STUDENTS:

Language	43	9.8
Mexican-American culture	50	11.4
Motivational techniques	68	15.5
Mexican-American staff consultant	26	5.9
Mexican-American counselors	25	5.7
Other	15	3.4

(More than one response could be selected in this
category. No response was required if respondent
felt he/she did not need additional training.)

Table 5 con.

	NUMBER	PERCENT
WHAT EFFECT DO VOCATIONAL EDUCATION PROGRAMS HAVE ON THE MEXICAN-AMERICAN DROPOUT RATE:		
Voc. programs provide the M-A student with realistic goals which give them the incentive to stay in school, thus reducing dropout rate.	97	22.1
M-A feel tracked into voc. programs and thus dropout of school raising the overall dropout rate.	13	3.0
Voc. programs do not reach M-A before the majority of dropouts occur in the 8th and 9th grades and thus have little effect on the dropout rate.	77	17.6
Other (many respondents indicated they did not have enough information to answer.)	34	7.8
Don't know	138	31.5
No effect	14	3.2
No response	65	14.8
	438	100.0

WHAT SHOULD SCHOOLS DO TO BETTER PREPARE MEXICAN-AMERICAN STUDENTS FOR JOB MARKET:

Provide more Mexican-American counselors & teachers	92	21.0
Provide more emphasis on the Mexican American culture in the classroom	61	13.9
Provide more language instruction	180	41.1
Provide more career information	87	19.9
Emphasize importance of education in obtaining a good job	258	58.9
Other (treat same as other students; we're doing enough now; involve parents; culture awareness for teachers; help them develop better self-concept)	36	8.2
Don't know	35	8.0
Treat Mexican-Americans same as other students	16	3.7

(More than one response could be selected in this category.)

Although the school personnel data gathered could have been broken down according to the responses from each area (Lincoln, Scottsbluff, and Alliance), the investigators are of the opinion that such a breakdown is not essential to meet the objectives of this study. The school personnel included in this survey are representative of three different types of educational settings. School enrollment figures for these three settings give an indication of the differences in size and makeup of each of the areas involved. The 1978-79 enrollment figures (Tables 2 & 3) indicate the following: Lincoln, total enrollment 12,613, total Spanish surname 158, total Spanish surname as percentage of total enrollment 1.3%; Scottsbluff, total enrollment 1,632, total Spanish surname 266, total Spanish surname as percentage of total enrollment 16.3%; Alliance, total enrollment 875, total Spanish surname 31, total Spanish surname as percentage of total enrollment 3.5%.

Most of the data presented in Table 5 is self-explanatory and requires no further interpretation. There are several findings, however, that deserve pointing out. A large majority of the respondents indicated that they felt high schools in general do a good job (20.3%) or at least somewhat adequate job (66.0%) of preparing young people for the world of work. When questioned about vocational programs in particular, 42.2% indicated that vocational programs do a good job and 50.2% indicated that vocational programs do a somewhat adequate job of preparing young people for the world of work. These responses are far more positive than those given by former Mexican-American students in the Student Follow-up Questionnaire (Table 4). Eighteen percent of the students indicated that high school did a good job and 48.3% indicated that high school did an okay job of preparing them for getting a job. When questioned about their vocational training, 16.7% indicated that their vocational

60.0% of the students who completed the Student Follow-up Questionnaire. An interesting comparison of the responses for this question on the school personnel and student follow-up questionnaire is presented in Table 6. There were also a large number of written-in comments regarding this particular question. These comments are included in Appendix F, which gives an indication of the feelings of some of the respondents regarding the questionnaire in general and for the specific questions noted. The attitude which emerges in these comments indicates that many respondents felt the questionnaire was biased and rather than ultimately improving the quality of education for Mexican-Americans, singles them out and perhaps even discriminates against them.

Many of the school personnel respondents, when asked what effect vocational education programs have on the Mexican-American dropout rate, indicated that they did not know (31.5%) Twenty-two percent indicated that they felt the vocational programs provide the Mexican-American student with realistic goals which give them the incentive to stay in school, thus reducing the dropout rate, and 17.6% indicated that vocational programs do not reach Mexican-Americans before the majority of dropouts occur in the 8th and 9th grades and thus have little effect on the dropout rate.

A majority of the respondents (58.9%) indicated that the schools could better prepare Mexican-American students for the job market by emphasizing the importance of education in obtaining a good job. They also indicated that the schools should provide more career information (41.1%) and more Mexican-American counselors and teachers (21.0%). These responses correlate very closely to the responses given by the former students (See Table 5).

training was a great deal of help and 33.3% indicated that their vocational training was some help in preparing them for their first full-time job.

The majority of the school personnel respondents (50.9%) do not feel that Mexican-Americans are pushed into vocational education rather than being encouraged to pursue higher education at the college or university level. A majority (45.2%) also indicated that they felt prepared to deal with the problems which arise in working with Mexican-American students. A large number of the respondents (30.4%) indicated that they did not know what the problems might be since they had not worked with Mexican-American students. Those who have encountered problems indicated lack of motivation (26.7%), lack of parental involvement (21.2%) poor work habits (18.7%) and poor attitude (13.5%) as the major problem areas. It is important to note that a fairly large number of respondents (21.7%) indicated that they had not had any problems or if they'd had problems they were the same problems as with other students. These responses were written in by respondents and had they been included on the questionnaire may have been chosen by a larger number of respondents. Many respondents felt this question was biased and discriminating (See Appendix F).

Those respondents who indicated they would like additional training and/or services to help them in dealing with Mexican-American students would like that training in motivational techniques (15.5%), Mexican-American culture (11.4%) and language (9.8%).

School personnel responses to the question, "What type of student do you feel is best suited for vocational education?" varied more. One particular response did receive very large support. Seventy-one percent of the respondents indicated that vocational education is for those students who have to make a living after graduation. This response was also endorsed by

Table 6
COMPARISON OF RESPONSES FOR TWO IDENTICAL QUESTIONS
ON THE SCHOOL PERSONNEL AND STUDENT FOLLOW-UP QUESTIONNAIRES

	<u>Student Responses</u>	<u>School Personnel Responses</u>
WHAT TYPE OF STUDENT DO YOU FEEL IS BEST SUITED FOR VOCATIONAL EDUCATION:		
Student who has to make a living after graduation	60.0%	71.7%
Student who cannot do well in college	36.7	44.1
Student who is very bright	13.3	27.4
Student who is interested in real things, not just books	28.3	55.7
Student who comes from a minority group, (Blacks, Mexican-Americans)	20.0	21.7
Practical students	20.0	54.6
Student who cannot afford to go to college	50.0	51.1
Student who doesn't care about school	21.7	35.2
Other	5.0	21.7
WHAT SHOULD SCHOOLS DO TO BETTER PREPARE MEXICAN-AMERICAN STUDENTS FOR JOB MARKET:		
Provide more M-A counselors & teachers	53.3	21.0
Provide more emphasis on M-A culture in the classroom	21.7	13.9
Provide more career information	63.3	41.1
Provide more language instruction	25.0	19.9
Emphasize importance of education in obtaining a good job	81.7	58.9
Other	13.3	8.2

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the extent and success of the vocational education of Mexican-American youth in Lincoln, Scottsbluff, and Alliance, Nebraska. This objective was accomplished by: (1) studying the sociology and demography of the Mexican-American population to determine those characteristics affecting the extent and success of vocational education of Mexican-Americans, (2) determining the level of participation of Mexican-American students in the vocational education programs in the public schools vocational education programs, (3) conducting a follow-up survey of Mexican-American participants in vocational programs, and (4) conducting a survey of administrators, teachers, and counselors to determine their attitudes towards educating Mexican-American youth.

Objective #1 was met by gathering data concerning the sociology and demography of the Mexican-American population in Scottsbluff, Alliance, and Lincoln from the Nebraska Mexican-American Commission, the State of Nebraska Department of Labor, the State of Nebraska Department of Education, and the University of Nebraska Division of Continuing Studies. This data was used in formulating the questionnaire to be used in conducting a student follow-up survey and in developing a demographic profile.

Objective #2 - In order to determine the level of Mexican-American participation in the public school's vocational education program, enrollment figures were obtained from the State of Nebraska Department of Education. In addition to these figures, the public secondary schools in Lincoln, Alliance,

and Scottsbluff, were contacted and requested to supply directory information for those Mexican-Americans enrolled during the 1976-77, 1977-78, and 1978-79 academic years.

Objective #3 - A follow-up survey instrument was developed to (1) determine the number of graduates who were employed in the vocation for which they were trained, (2) determine their job satisfaction, (3) obtain demographic data on the student's family, and (4) determine how they felt the school could better prepare Mexican-Americans for the job market. The instrument was tested through the Nebraska High School Equivalency Program (HEP) by Mexican-American high school dropouts who were enrolled in the program.

Objective #4 - A school personnel survey instrument was developed to (1) determine the attitude of school administrators, teachers, and guidance counselors towards educating Mexican-American youth, (2) determine their attitude towards vocational education in general, and (3) determine how they felt the school could better serve the educational needs of Mexican-American youth. School personnel in Lincoln, Scottsbluff, and Alliance completed the questionnaire.

Conclusions

The low return rate (23%) and the probability that the student follow-up questionnaires returned represent the better-educated and higher-economic-level former students makes it difficult to generalize the information obtained in the student follow-up questionnaire to the population sampled as a whole. In addition, the investigators are of the opinion that any conclusions that might be drawn from this data could be further misleading considering the fact that the study misses a large segment of the Mexican-American youth who dropped out before reaching high school.

The School Personnel Questionnaire, for which a nearly 100% return was obtained, indicates that the majority of the respondents (92.4) believe that high school vocational programs are doing a good or adequate job of preparing young people for the world of work. This response is far more positive than than given by former students (50.0%). This discrepancy may be an indication that the vocational programs are not meeting the needs of the Mexican-American students as they view them or as they exist in the community. The extent of participation of Mexican-American youth in vocational programs presented in Table 3 indicates that there may be a somewhat unbalanced participation rate. That is a larger or smaller percentage of Mexican-Americans are enrolled in certain areas than Mexican-American percentage of the total school enrollment. However, caution should be used in making such an assumption. Enrollment in each vocational program should reflect student interests and needs and need not reflect a proportionate share of each group that makes up the total school enrollment.

Recommendations

Although cultural differences were taken into consideration in conducting this study, it is the opinion of the investigators that inherent cultural biases are difficult, if not impossible, to overcome. These cultural differences could perhaps be reduced in future studies by employing investigators of Hispanic origin who speak Spanish fluently. It is further recommended that a less conventional type of data gathering instrument be utilized. As noted several times throughout this report, the rate of return on the mailed student follow-up questionnaire was only 23% of those sampled. Personal or telephone interviews would probably result in more complete and accurate data.

Although a majority of the school personnel respondents indicated that they felt prepared to deal with the problems which arise in working with

Mexican-American students, those who indicated they would like additional training and/or services would like that training in motivational techniques, Mexican-American culture, and language.

Both school personnel and former students indicated that schools could better prepare Mexican-American students for the job market by emphasizing the importance of education in obtaining a good job, providing more career information, and providing more Mexican-American counselors and teachers.

APPENDICES

PETER L. URDIALES, Executive Director
Lincoln Office
P. O. Box 94963
Lincoln, NE 68509
Phone: 402-471-2791

CHARLES THONE, Governor
Branch Office
P. O. Box 1303
Scottsbluff, NE 69361
Phone: 308-635-0541



State Of Nebraska
MEXICAN AMERICAN COMMISSION

I am writing to you as a former student in the vocational education program in the Lincoln Public Schools. As you will recall, vocational programs include marketing, home economics, agriculture, business and office, and trade and industrial education. They are designed to prepare individuals for employment upon completion of school.

The State of Nebraska is constantly seeking ways to strengthen its vocational programs. One very good way to do this is to find out how former students of the program feel about their training and how successful the training was in helping them get jobs in the kind of work for which they prepared.

With this goal in mind, the Nebraska Department of Education is conducting a follow-up study of former Mexican American participants in the Lincoln Public Schools' vocational education programs. The Mexican American Commission supports this study for its potential value in improving the quality of vocational education available to Mexican American youth.

We need your help in making the vocational programs in Nebraska even better - particularly in their ability to serve the special needs of Mexican American youth. Please take a few minutes to complete the enclosed form and return it in the envelope provided. We hope to have all forms returned by February 25, 1980.

Please be assured that all replies will be held strictly confidential. We are grateful to you for your help and look forward to hearing from you at your earliest convenience. If you have questions, call me at 471-2791.

Sinceramente,

Peter L. Urdiales
Executive Director

Enclosures

To increase our ability to contact and to successfully train all students, the Department of Education, Vocational Education Sex Equity section, through the University of Nebraska-Lincoln, is conducting a study to determine the success of Mexican American participation in vocational education programs in the Nebraska public schools. The secondary schools in Lincoln, Scottsbluff, and Alliance have been chosen as study sites.

The objective of the study is to determine the extent and success of the vocational education of Mexican American youth. This objective will be accomplished by: (1) studying the sociology and demography of the Mexican American population in the study sites, (2) determining the level of Mexican American participation in the public schools vocational education programs, (3) conducting a follow-up survey of Mexican American participants in vocational programs, and (4) conducting a survey of administrators, teachers, and counselors.

SCHOOL PERSONNEL QUESTIONNAIRE

Please complete the following questionnaire which is designed to:

- (1) determine your attitude toward educating Mexican American youth,
- (2) determine your attitude toward vocational education in general, and
- (3) determine how you feel the school could better serve the educational needs of Mexican American youth.

The questionnaire is designed in a manner which does not permit personal identification - it will be identifiable by title and school only.

1. Title:

School: _____

- _____ Administrator
- _____ Non-Vocational Teacher
- _____ Vocational Teacher
- _____ Guidance Counselor
- _____ Other _____

2. How well do you feel high schools prepare young people for the world of work?

- _____ Do a good job.
- _____ Do a somewhat adequate job.
- _____ Do a poor job.
- _____ Don't prepare them at all.

3. How well do you feel high school vocational programs prepare young people for the world of work?

- _____ Do a good job.
- _____ Do a somewhat adequate job.
- _____ Do a poor job.
- _____ Don't prepare them at all.

4. What type of student do you feel is best suited for vocational education? (More than one answer may be checked.)

- _____ The student who has to make a living after graduation.
- _____ The student who cannot do well in college.
- _____ The student who is very bright.
- _____ The student who is interested in real things, not just books.
- _____ The student who comes from a minority group (Blacks, Mexican Americans).
- _____ The practical student.
- _____ The student who cannot afford to go to college.
- _____ The student who doesn't care about school.
- _____ Other _____

5. Mexican American students are pushed into vocational education rather than being encouraged to pursue higher education at the college or university level.
- ☐ Strongly agree
☐ Agree
☐ Disagree
☐ Disagree strongly
☐ Don't know
6. What type of problems have you encountered in working with Mexican American students?
- ☐ Poor attitude
☐ Poor work habits
☐ Language barrier
☐ Lack of motivation
☐ Lack of parental involvement
☐ Negative parental attitude toward education
☐ Other _____
☐ NA - Have not worked with Mexican American students
7. Do you feel prepared to deal with the problems which arise in working with Mexican American students?
- ☐ Yes
☐ No
☐ Don't know
8. If "no", in what areas would you like additional training and/or services to help you in dealing with the special problems of Mexican American students?
- ☐ Language
☐ Mexican American culture
☐ Motivational techniques
☐ Mexican American staff consultant
☐ Mexican American counselors
☐ Other _____
9. What effect do vocational education programs have on the Mexican American dropout rate?
- ☐ Vocational programs provide the Mexican American student with realistic goals which give them the incentive to stay in school, thus reducing the dropout rate.
- ☐ Mexican Americans feel tracked into vocational programs and thus dropout of school raising the overall dropout rate.
- ☐ Vocational programs do not reach Mexican Americans before the majority of dropouts occur in the 8th and 9th grades and thus have little effect on the dropout rate.
- ☐ Other _____
10. What should schools do to better prepare Mexican American students for the job market? (More than one may be checked.)
- ☐ Provide more Mexican American counselors and teachers.
☐ Provide more emphasis on the Mexican American culture in the classroom.
☐ Provide more career information.
☐ Provide more language instruction.
☐ Emphasize the importance of education in obtaining a good job.
☐ Other _____

MEXICAN AMERICAN
STUDENT FOLLOW-UP STUDY

This survey has been designed to find out how you feel about the vocational education you received in high school. We want to learn if your high school training helped you get jobs in the kind of work for which you were trained. The information gathered in this questionnaire will be used to make vocational programs in high schools better able to meet the special needs of Mexican American students.

Vocational education includes those classes which helped you learn how to get and keep a job. They include such classes as Marketing, Home Ec., Agriculture, Shop, Typing, Shorthand, and Business Law.

Please read each question carefully and mark your answer in the blank. After you have finished the questionnaire, please return it to us in the envelope provided.

Do not put your name on the questionnaire - your answers will be kept confidential.

PART I - PERSONAL INFORMATION

1. Age: _____

2. Sex: _____ Male
 _____ Female

3. Are you:

_____ Single
 _____ Married
 _____ Widowed
 _____ Separated
 _____ Divorced

4. Is your father working? _____ Yes _____ No

If yes, what does he do? _____

5. Is your mother working? _____ Yes _____ No

If yes, what does she do? _____

6. Parents' educational background: Check ONE of the following for each parent.

Father	Mother	
_____	_____	Not a high school graduate
_____	_____	Graduated from high school
_____	_____	Business school or trade school
_____	_____	Some college
_____	_____	Graduated from college
_____	_____	Do not know how much education

52

7. How do your parents feel about education in general. Check ONE of the following for each parent.

Father	Mother	
_____	_____	Very important
_____	_____	Important
_____	_____	Not important
_____	_____	A waste of time
_____	_____	I don't know how they feel

8. How do you feel about education in general. Check ONE of the following.

_____ Very important
 _____ Important
 _____ Not important
 _____ A waste of time

9. Who is the main wage earner in your family?

_____ I am
 _____ Father
 _____ Mother
 _____ Other _____ (please list)

10. What is the main language spoken in your home?

_____ Spanish
 _____ English
 _____ Other _____ (please list)

PART II - JOB INFORMATION

If you have never had a job, check here ☐
and skip to question #17.

11. What was the first full-time job you had after leaving high school?

12. How much did your high school vocational training prepare you for your first full-time job?

_____ A great deal
 _____ Some
 _____ Very little
 _____ Did not help at all
 _____ Uncertain

13. What is your present employment status?

_____ In military service
 _____ Unemployed, looking for work
 _____ Unemployed, not looking for work
 _____ Employed full-time (30 or more hours per week)
 _____ Employed part-time (less than 30 hours per week)

14. My present (or last) job title is (was): _____

Briefly describe the major duties involved in that job: _____

15. How much did your high school vocational training prepare you for your present (or last) job?

- ☐ A great deal
- ☐ Some
- ☐ Very little
- ☐ Did not help at all
- ☐ Uncertain

16. Do you like your present job?

- ☐ I like it very much.
- ☐ It's okay.
- ☐ I don't like it. Why? _____

PART III - ABOUT YOUR EDUCATION

17. What is the highest level of education you have reached?

- ☐ Less than high school diploma
- ☐ GED
- ☐ High school diploma
- ☐ Some college
- ☐ College graduate
- ☐ AA Degree
- ☐ Other _____ (please list)

18. If you graduated from high school, skip to Question #19. If you left high school without graduating, check the reasons below which best describe why you dropped out. (More than one answer may be checked.)

- ☐ I needed money.
- ☐ I had to work too many hours to go to school.
- ☐ I entered, or plan to enter, the military service.
- ☐ I had to quit for health reasons.
- ☐ I had to quit because of family or personal problems.
- ☐ I was not interested in the subjects that were taught.
- ☐ I decided that school is not for me.
- ☐ I didn't like the teachers' attitudes toward me.
- ☐ I needed more individual help from the teachers.
- ☐ Other _____ (please list)

19. Which high school course or program best describes the one in which you were enrolled?

- ☐ Agriculture
- ☐ Business and Office Education
- ☐ College Preparatory
- ☐ Distributive Education (Marketing)
- ☐ Home Ec
- ☐ Industrial Arts
- ☐ Trade and Industrial Education
- ☐ Other _____ (please list)

20. Did you have a job while you were in high school?

- ☐ Yes ☐ No

If yes, were you enrolled in a co-op program?

- ☐ Yes ☐ No

21. How well did high school prepare you for getting a job?

- ☐ Did a good job
- ☐ Did an okay job
- ☐ Did a poor job
- ☐ Didn't prepare me at all.

22. Do you feel you were encouraged to take vocational education courses so you could get a job right after high school rather than being encouraged to take college preparatory courses?

- ☐ Yes
- ☐ No
- ☐ Don't know

23. Who helped you decide what courses to take in high school?

- ☐ Counselors
- ☐ Teachers
- ☐ My Parents
- ☐ Friends
- ☐ Coaches
- ☐ Brother or Sister
- ☐ Other _____ (please list)

24. What type of student do you feel is best suited for vocational education? (More than one answer may be checked.)

- ☐ The student who has to make a living after graduation.
- ☐ The student who cannot do well in college
- ☐ The student who is very bright.
- ☐ The student who is interested in real things, not just books.
- ☐ The student who comes from a minority group (Blacks, Mexican Americans).
- ☐ The practical student.
- ☐ The student who cannot afford to go to college.
- ☐ The student who doesn't care about school.
- ☐ Other _____ (please list)

25. What should schools do to better prepare Mexican American students for the job market? (More than one answer may be checked.)

- ☐ Provide more Mexican American counselors and teacher.
- ☐ Provide more emphasis on the Mexican American culture in the classroom.
- ☐ Provide more career information.
- ☐ Provide more language instruction.
- ☐ Emphasize the importance of education in obtaining a good job.
- ☐ Other _____

THANK YOU FOR YOUR TIME AND COOPERATION IN THIS SURVEY!

PETER L. URDIALES, Executive Director
Lincoln Office
P. O. Box 94965
Lincoln, NE 68509
Phone: 402-471-2791

APPENDIX D - Reminder Letter
CHARLES THONE, Governor
Branch Office
P. O. Box 1303
Scottsbluff, NE 69361
Phone: 308-635-0541

55



State Of Nebraska
MEXICAN AMERICAN COMMISSION

M E M O

TO:
FROM: Pete Urdiales
DATE: May 1, 1980
SUBJECT: MEXICAN AMERICAN STUDENT FOLLOW-UP STUDY

Several weeks ago I sent you a questionnaire to determine how you feel about the vocational education you received in high school. If you have already replied, thank you for your cooperation.

If you have not yet completed and returned the form, we urge you to do so at your earliest convenience. The information you provide is essential in telling us how to make vocational programs in Nebraska better - particularly in their ability to serve the special needs of Mexican American youth.

Perhaps you have misplaced the original questionnaire; if so, enclosed is another copy along with a stamped, self-addressed envelope.

Won't you complete the form and return it to me as soon as possible?
Thank you.

OCCUPATIONAL CATEGORIES

The Dictionary of Occupational Titles was used as an aid in determining the following classification of job titles. The job titles listed under each category were those taken from the Student Follow-Up Questionnaires for questions #4, 5, 11, and 14.

PROFESSIONAL

teacher
librarian
doctor
dentist
management
physical therapist
account
engineer
commercial artist
nursing

BLUE COLLAR

roofer
factory worker
railroad worker
construction worker
laborer
painter
truck driver
sewer

TECHNICAL

bricklayer
electrician
plumber
carpenter
draftsman
medical technician
auto mechanic
sheetmetal worker
welder
landscaping
railroad engineer

SERVICE OCCUPATIONS

cleaning
food service
baker
child care
butcher
gas station attendant
barber
janitor
hair dresser
sales clerk
bartender
cook
minister

OFFICE OCCUPATIONS

typist
clerk
bookkeeping clerk
part-time management
bank teller
cashier
receptionist

AGRICULTURE

farmer
farm worker

MILITARYUNKNOWN

Respondent did not know what father or mother's occupation was.

DECEASED

WRITTEN IN COMMENTS FOR SPECIFIC QUESTIONS

SCHOOL PERSONNEL QUESTIONNAIRE

(Only those comments which convey a meaning not included in the question itself have been enumerated.)

Question #4 - What type of student do you feel is best suited for vocational education?

"Vocational education can and should be for any student. Even college-'bright' students will be in a vocational site at some time."

"Student who does not wish to continue with any further formal education."

"Any student interested in vocational education."

"Everyone's individual needs differ."

".....who is interested/motivated to pursue an occupation/career that requires vocational education."

"These questions seem prejudicial."

"The student who is college bound."

"Students who have interests in anything but a liberal arts education."

"Student who enjoys working with his hands."

"Reasonable intelligence."

"Very intelligent, but not college bound."

"Handicapped."

"Very poor question."

"Very loaded question."

"The student with good mechanical aptitude."

"The student who comes from a majority (white) group."

"Students with a lack of personal direction, and is channeled into these programs."

"This question is unfair."

Question #6 - What type of problems have you encountered in working with Mexican-American students?

"Mine have been good students, some parents have language problems."

"Kids are kids."

"Poor attendance."

"Students taken as a whole population ... not sure it is attributable to Mexican-American background."

"... better attitude as a group."

"Discouraged."

"Poor self-concept, lack of a role model."

"No sense of individual worth."

"We are 'picking' on them because they are Mexican-Americans."

"They have an attitude similar to the person who created this questionnaire."

Question #9 - What effect do vocational education programs have on the Mexican-American dropout rate?

"Something isn't working, society, not the school is to be blamed."

"I feel this is really putting these kids in a prejudice position."

"I don't feel vocational education has anything to do with the dropout rate."

"This is a counseling problem."

"Few Mexican-American students that I have counseled elect vocational education courses."

"Begin earlier in the student's life with world-of-work type courses."

"These are loaded questions."

"This is a witch hunt."

"Counselors tend to steer Mexican-American students to vocational classes thinking they will pass them, so they can get them through school."

"Questionnaire biased, prejudiced and not valid."

"Vocational programs offer a way out of classroom work."

Question #9 Continued

"It's too bad Mexican-Americans (in general) feel that the world owes them a living -- rather than you owe the world."

"Why single out the Mexican-American dropout rate?"

Question #10 - What should schools do to better prepare Mexican-American students for the job market?

"Provide more language instruction...grammar."

"Start early to involve the home."

"Career information---good seeing."

"Keep all channels open."

"Encourage them to explore the humanities and performing arts as well as academic requirements and vocational education."

"Do the same things they do to prepare other Americans."

"... begin in lower elementary and preschool areas to instill a sense of worth."

"All school programs should be keyed to serve the community not a stereo-types list of offerings."

"Lost our career counselor, no \$\$\$."

"Treat them as individuals with individual problems, not as a group of Mexican-Americans that all act the same."

"Bilingual teachers."

"Where problems do occur, provide more individual counseling and encouragement."

"Help make the student aware of his potential skills."

"Biased Questionnaire."

"We are doing enough now."

"Train teachers to reach students rather than simply teach subject matter."

"Continual fair, impartial guidance--as we now have."

"Provide Mexican-American role models--Adult/positive types...available to work with students."

Question #10 Continued

"... Mexican-American female students do well in our Business Education program, but males have not been equally successful in other trade areas."

"Must start in the home and community, to form desire."

"Try to get parents involved in meetings they understand."

"I feel frustrated in answering this as not all Mexican-American students can be lumped together."

"Many of these statements point to stereo-typing which we try to avoid with all students at LHS."

"Work on self-concept."

BIBLIOGRAPHY

BIBLIOGRAPHY

- Affirmative Action Data, Box Butte County - 1978 Update, Division of Employment, Nebraska Department of Labor.
- Affirmative Action Data, Lincoln SMSA - 1978 Update, Division of Employment, Nebraska Department of Labor.
- Affirmative Action Data, Scotts Bluff County - 1978 Update, Division of Employment, Nebraska Department of Labor.
- Newsletter: Panhandle Cultures in Perspective, Vol. 2, No. 1, February, 1979.
- Panhandle Cultures in Perspective, "Agency Explorations", Division of Continuing Studies, University of Nebraska-Lincoln, the School of Social Work, University of Nebraska-Omaha, March 26, 1979.
- Statistics and Facts about Nebraska Schools, Vol. 1, 1978-79 and Vol. 1, 1977-78, Nebraska Department of Education, Lincoln, Nebraska.
- Sunday World Herald, Omaha, Nebraska, September 9, 1979, "Special/Focus on Mexican-Americans."
- "An Overview of the Mestizo Heritage: Implications for Teachers of Mexican-American Children", by Carlos Gonzalez, R & E Research Association, San Francisco, California, 1976.
- "Mexican-American Youth and Vocational Education in Texas", Center for Human Resources, College of Business Administration, University of Houston, Houston, Texas, February, 1973.
- Mexican-Americans and Educational Change. Symposium at the University of California, Riverside, May 21-22, 1971. "Melting Potters vs. Cultural Pluralists: Implications for Education" by Alfredo Castaneda, Arno Press, Inc., 1974.
- "The Inequality of Educational Opportunity in the Southwest", An Observational Study of Ethnically Mixed Classrooms, Gregg Jackson and Cecilia Cosca, American Educational Research Journal, Summer 1974, Vol. 11, No. 3, pp. 219-229.
- "The Mexican-American in the Schools: Prototype for In-Service Programs on the Mexican-American", by Luis F. Hernandez-Pradeau, R & E Research Assoc., Inc., San Francisco, California, 1977.